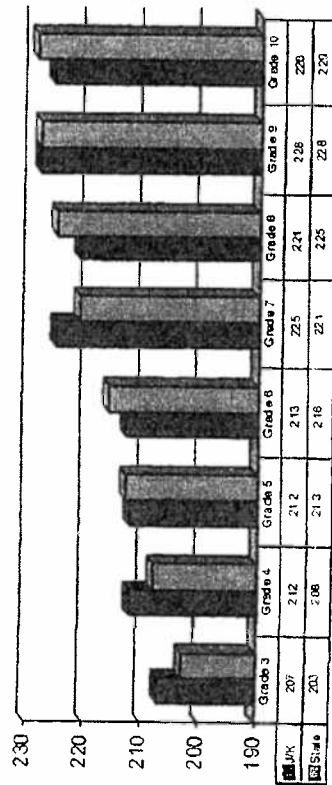


SPRING 2007 ISAT MEAN SCORES - GRADES 3-10

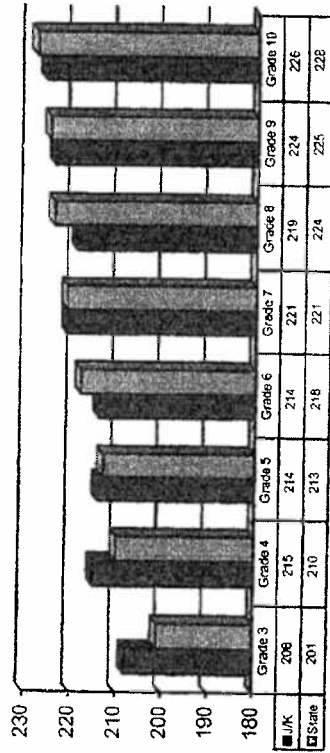
READING

J/K State



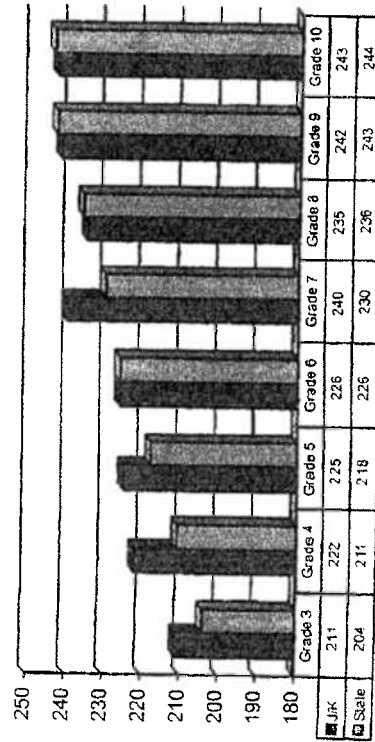
LANGUAGE USAGE

J/K State



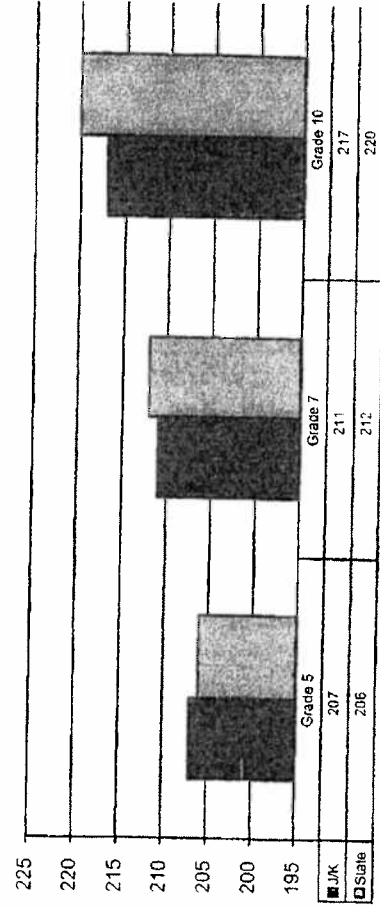
MATHEMATICS

J/K State



SCIENCE

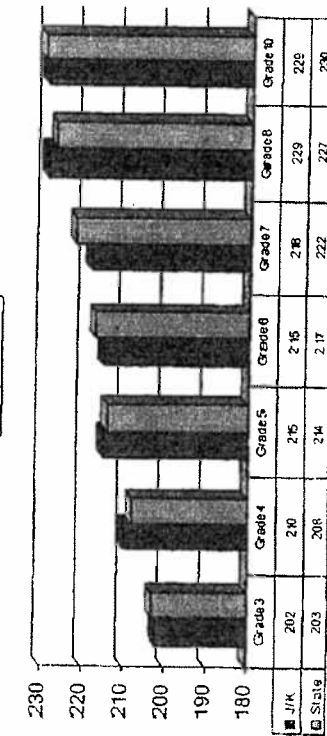
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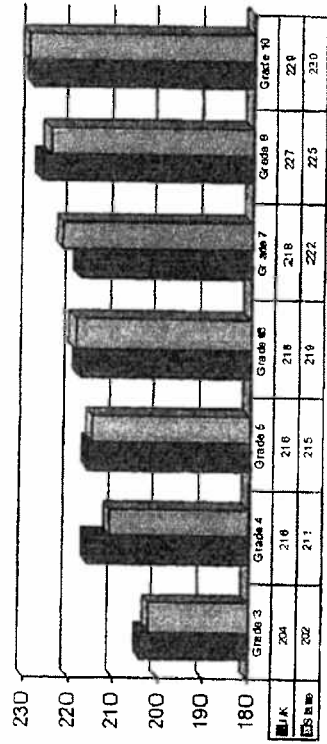
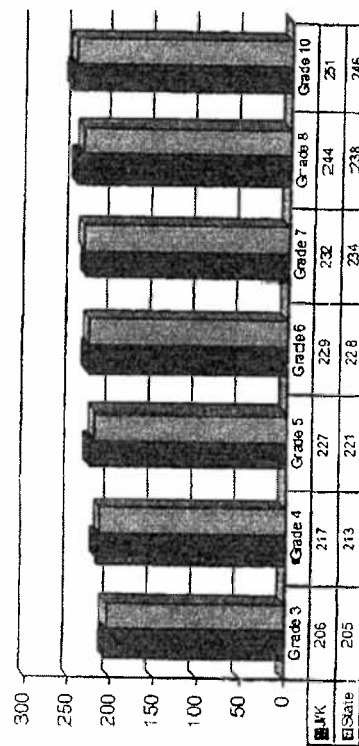
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LANGUAGE USAGE

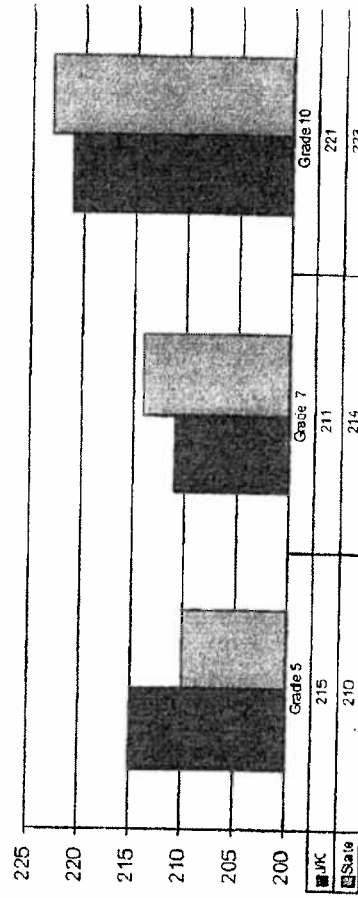
READING



MATHEMATICS



SCIENCE



Kendrick Jt. School Dist. #283
202 Bear Creek Rd.
Kendrick, Idaho 83537
Cal Spangler, Superintendent
208-289-4211

1. In a brief narrative describe your AYP history.

Three years ago our graduation rate was the cause of AYP and the last two years it has been the reading scores in the elementary. We are a very small school with only 114 students K-6 and 152 students 7-12 and this cause us great problem in our percentages. One or two students can make or break our scores. When 95 % or more are doing great, the 5% causes our schools to not meet AYP. Added to this mix the elementary principal has only been in the district two years and this is the superintendent's first year in the district. As you can see we need the help badly.

What are the successes of your district?

Our district has many successes, first is the community pride and support, second is the 95% of our students doing well and receiving a good solid education. Third, is our staff's education and commitment to our students and their learning?

What challenges do you face?

Our district challenges are declining enrollment, fiscal support and a higher than normal special education count.

What changes have you made in an attempt to respond to your identified AYP challenges?

Our district is reviewing all reading and math curriculum, teacher training in effective teaching and a community awareness reading and math skills.

How well did they work?

I feel they are getting a lot of lip service, so the tests will tell the story. The past two years, nothing was done to any effect.

What are your continued plans for addressing your AYP challenges?

I hope it is to concentrate on the reading and math and continue to provide a quality education for all students.

2. If you are selected for participation in the IBC project, what do you envision as the role of the Capacity Builder?

The role of the capacity builder in our schools would be on of evaluation of what is being done well and then help our staff, students learn how to improve our scores through effective teaching and other techniques. I feel that this person or people could help this small district in so many educational ways. They bring the information to us and help us make the changes that will help children learn more effectively and retain the knowledge.

What are your initial thoughts on how you might utilize the services of the CB at the district level?

The CB would look to evaluate the entire curriculum and teaching process, structure and environment of our schools. Then make the recommendations to the staff on what would work better and more effectively for our students.

3. How will the district office plan to support IBC project work at the school level?

The district office will support, assist and be part of the project! We are a blank tablet ready for the ink.

4. What outcomes do you expect at your school as a result of participation in the IBC project?

First, I would like to see our students improve in test scores and the ability to learn and retain material. Secondly, I would like to see our staff start working together collaborating from grade to grade all the way through high school. Third, I would like to see new methods of instruction and what programs our staff should be focusing upon to help the students learn.

5. Bottom line, why do you think that you should be selected for participation in the IBC?

First reason would be because we need them, as we are struggling to improve our school. Second reason would be, small schools have many special problems that magnify and outside views are always helpful. Third reason is the district needs solid leadership and direction, plus our administration is seeking this type of help.

Juliaetta Elementary School
305 4th Street, Juliaetta, Idaho 83537
Mary Kren, Principal
2008-276-3422

Idaho Building Capacity Project
School Application

1. In a brief narrative, describe your AYP history. What are the successes of your school? What challenges do you face? What changes have you made in an attempt to respond to your identified AYP challenges?

Juliaetta Elementary School has missed achieving AYP for the past three years. In 2006-07 JES missed AYP in Reading sub category Economic Disadvantaged. In 2007-08 JES missed AYP in Reading sub category Economically Disadvantaged and Language Usage. In 2007-08 JES missed AYP in Reading Proficiency, Sub categories – White and Economically Disadvantaged. As you can see reading has been an issue for at least three years and we are consistently missing AYP with our Economically Disadvantaged Students.

When reading was identified as a need, the district adopted the Open Court reading curriculum in grades K-6 along with Reading Mastery in the resource room. JES has also adopted the Read Naturally program as an intervention used through our Title I program. We have begun progress monitoring through Dibbles and AIM's Webb. We are currently trying to encourage parental involvement in reading through volunteers in the class room and outside reading logs. Just this year we have stepped up the AR program in the school and our students have already read more books in the first quarter than they did all year last year.

We also recognize that scores in written language are not increasing and have adopted the "Step Up to Writing" curriculum to address this issue.

At JES we feel that some of our success's are as follows; 1) Highly Qualified professional staff, 2) Highly Qualified para-pro's, 3) Scheduling which allows for 90 minute blocks of reading instruction, 4) Strong community/parent support and involvement, 5) Implementation of an "After School Program" for tutoring and social activities, 6) Received grants for the past two years from the Nez Perce Tribe to enhance technology in the building, 7) Hosting a teacher intern from Korea.

Challenges that we face here at JES include; 1) limited funding, 2) small staff, (1 teacher per grade level, 1 Special Ed. teacher, 2 Title I Aides, 2 Special Ed. aides and 1 administrator), 3) large population of economically disadvantaged students, 4) lack of Professional Development.

2. **If you are selected for participation in the IBC project, what do you envision as the role of the Capacity Builder? What are your initial thoughts on how you might utilize the services of the CB in your school?**

We envision the capacity builder helping with the following; 1) Spending time in classrooms working with teachers on developing differentiated lessons, 2) Coaching teachers on instructional methods, 3) Working with entire staff to analyze data to inform instruction 4) Helping us evaluate our system based on the 9 Characteristics of Highly Performing Schools, 5) Work with us to develop a working school improvement plan.

3. **How will you inform your staff about participation in the IBC project to encourage the greatest amount of engagement? How do you think your staff will respond to the possibility of participation in the IBC project?**

The staff at Juliaetta Elementary have all been informed that we are applying for this project as part of our school improvement process. It is a general consensus that most of the staff are excited and ready to engage. We are ready to stop simply "talking the talk" and begin "walking the walk" for improvement.

4. **What outcomes do you expect at your school as a result of participation in the IBC project?**

Improved academic performance

Reorganized system that is strong, cohesive, progressive and resilient

Create strong dynamic leaders and teachers that are able to create change needed to help all students succeed regardless of individual need.

5. **Bottom line, why do you think that you should be selected for participation in the IBC project?**

Juliaetta Elementary School is ready for change but not sure how to proceed. We often feel neglected and struggle to implement changes mandated by the state. We feel if we could participate in this project we could begin to move forward and stop chasing our tails. Most of all, we are simply ready, willing and able to be fully engaged in this project. We are a small rural school with a lot of experience within the walls. We feel that with help from a pair of outside eyes and expertise we would be able to affect change that would increase student learning and build a strong functioning system that can survive even when personnel changes.